

Interview [REDACTED]

April 2, 2012

LE

Role of EO, confidentiality disc

- Overview, Help me understand Fairhaven admission process (discussions/paperwork?)

Apply to FH and WWU simultaneously, FH can advocate for students with unorthodox applications

[REDACTED] interviews all transfer applicants, she [REDACTED], cmte weighs in on students that [REDACTED] has concerns with or feels WWU may have concerns with or to help narrow down list of applicants, cmte usually sees most transfer applicants

Membership on admissions cmte for 1 year

Balance btw making sure students graduate on time and credit load

Asking whether student's interest can be met at FH

For transfer students, want pretty clear idea of goals for FH

- Timeline with [REDACTED], what interactions did you have...

[REDACTED] had suggested FH to her, [REDACTED] first met with her 12/2/11

When [REDACTED] got her transcripts, she saw how many credits she had. 140.75 credits for what WWU gave her for WCC AA degree, only need 180 credits for BA, FH requires students take at least 6 quarters at FH b/c need time to do self-created degree

[REDACTED] flagged her file for cmte review given her high number of credits

[REDACTED] interviewed her 1/24

In interview, [REDACTED] looked at her transcript, [REDACTED] said she had gotten bad advice from academic advising, told to sign up for classes and then withdraw so she would not have to fill out returning student application (but she ended up paying for a lot of classes that she never took)

After interview, cmte reviewed app, admitting is a conversation btw the 3 on committee, not a vote, discussion, input

[REDACTED] works ½ time so she could not meet in person

■ and ■ met, reviewed everyone on list, ■ said, “she seems good” “she seems to care about people”

■ was pretty negative, ■ had so many credits, how is this at all viable

■ - deny

■ honestly, she didn’t have clear goals, that is scary with 130 credits, essay talks about what done since Western, does not really address the grades, not enough direction

“while I’ve narrowed down..I can’t imagine where my education will take me ...” with 130 credits, this is not enough direction, she should be well past the discovery stage, hard to take seriously that FH is a great fit for her education goals when she does not have focused goals- seems vague and a bit of an afterthought.

By the time someone has 130 credits or is seeking a transfer to FH, want focus such as “study race and impact on women in costa rica”

■ - how can we justify admitting her? Too many credits, timewise it doesn’t make sense. Very hesitant to admit with high number of credits, 90 credits is max goal for transfers, sometimes more if AP credits, running start credits, when someone has already spent 6-8 years going to college, FH requiring 6 quarters can get to be frustrating for the student and others in the classroom even if transfer applicant with high credits is saying he/she is okay with doing 6 more quarters. ■ has found that the students who could have already graduated but are still “stuck at FH” b/c of 6 quarters want to have been able to graduate when they get 180 credits.

- Criteria for admission

Grades not a deal breaker, look at letters and essay, transcript shows where students are, what their interests have been, context around bad grades is impt, looking for maturity-can a student own up to poor grades

■ pattern of withdrawing from classes, z=stopped going to class but never withdrew or never went to class at all or never turned in work

Transcript is more background/context

Withdrawing and drops are concerning b/c it does not say “I’m ready to take more responsibility for my education.” (which FH students need to do with self-designed majors)

Uptick in grades as paralegal, question what did you learn from this process and why are things different now?

Timeline [REDACTED] offers in essay, struggles starting in 2000, yet 2002-2003 she did fine, no clear match btw struggles and grades

- Paperwork? Review note “essay’s honesty/academic history”

Students disclose all sorts of things in essays- disabilities, abuse, poor family relationships- can show interest in an area b/c of past experience

Cmte did not talk about [REDACTED] disability, concern was with transcript pattern of withdrawing, lack of focus and biggest issue was number of credits.

- Persons admitted for spring, how many had over 90 credits? For these people, how many credits?

Admitted 17 people, over admitted b/c just 15 spots and 17 accepted. Admitted students had between 0 (freshman) and 103 credits (transfer from NW Indian College w summer at WWU). Next top credit person had 97 credits, next top credit person had 82 credits.

- Who else should I speak with? [REDACTED] and student?

No one else involved in admissions process or admissions decision.